
University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 624-700: Assessment and Treatment of Substance Abuse
Summer Semester 2015

Syllabus

Instructor: Fred J. Hanna, Ph.D.

Office: Moving Office

Office Phone: 970-351-2788

Class meets: Lowry Campus:

Credits: Three

Office Hours: By appointment

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Weekends: June 26 - 28 & July 10 - 12

Course Description:

Examination of the major treatment approaches to substance abuse and their accompanying theories of etiology. Investigation of pharmacological and medical aspects of commonly abused substances. Explore meaning of addiction and abuse in relationship to other compulsive behaviors.

In addition to what is described in the course catalog on assessment and treatment, students explore the fundamental principles of addictions counseling from a wide variety of perspectives, including the psychopharmacological aspects of alcohol and abusable drugs. The course will address the research literature on a wide variety of topics such as codependence, COA's, AA and other 12-step programs, assessment, diagnosis, dual diagnosis, relapse, prevention, and multicultural and biopsychosocial perspectives on addictions. Many theoretical treatment approaches are also examined in individual, group, and family therapy contexts.

Required Text:

Perkinson, R. R. (2007). *Chemical dependency counseling: A practical guide*. Thousand Oaks, CA: Sage.

CACREP Course Objectives: As a result of this course, the student should attain:

- 1. Know theories and etiology** of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment (CACREP II.G.3.g).
- 2. Recognize the potential for substance use disorders** to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC.A.6).
- 3. Know the disease concept and etiology** of addiction and co-occurring disorders (CACREP CMHC.C.4).
- 4. Understand how to apply appropriate counseling strategies** when working with clients with addiction and co-occurring disorders (CACREP CMHC.D.8).
- 5. Identify standard screening and assessment** instruments for substance use disorders and process addictions (CACREP CMHC.G.4).
- 6. Understand ways of screening for addiction**, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CACREP CMHC.H.3).
- 7. Apply the assessment of a client's stage of dependence, change**, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CACREP CMHC.H.4).
- 8. Know the impact of co-occurring substance use disorders** on medical and psychological disorders (CACREP CMHC.K.3).
- 9. Recognize specific problems (e.g., addictive behaviors) and interventions** that can enhance family functioning (CACREP MCFC.C.2).
- 10. Understand the impact of addiction, trauma, psychopharmacology**, physical and mental health, wellness, and illness on marriage, couple, and family functioning (CACREP MCFC.G.3).
- 11. Know the signs and symptoms of substance abuse in children and adolescents**, as well as the signs and symptoms of living in a home where substance abuse occurs (CACREP SC.G.2).

Additional Objectives

1. An essential background in theories of addictive disorders.
2. Knowledge of the psychopharmacology and effects of psychoactive drugs.
3. Knowledge of assessment tools and diagnosis of substance use disorders from the DSM IV.
4. Understanding of group, individual, and systemic perspectives on addictions counseling.
5. The ability to recognize drug and alcohol problems in individuals and families.
6. An understanding of multicultural and gender issues in addictions counseling.
7. An enhanced level of overall counseling knowledge, understanding, and skill.

Teaching Methods

1. Readings: basic texts
2. Class discussions
3. Lectures
4. Learning task
5. Demonstrations

Grading: (*Late assignments are automatically minus 5% per day*)

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| 1. Attendance & Participation | 20% of grade |
| 2. Learning Task 1 & 2 | 40% of grade |
| 3. Scholarly Paper | 30% of grade |
| 4. CACREP Assessment | 10% of grade |

Assignments

1. Attendance & Participation in Class Discussions (20% of Grade)

Students are expected to attend each class and to participate in class discussions and demonstrations. These will form a significant portion of some class periods. **If you miss more than three hours of class time the grade will be reduced accordingly.** Discussion includes the asking of questions and the presentation of one's own views in regard to certain points, as well as interactive discussions with other class members. Students are encouraged to think for themselves and to question, critique, or challenge the materials or the instructor at whatever time the student deems appropriate. Class participation is defined as provoking thought and further discussion, and includes the student being open to having his or her own views challenged as well. Points will be lost for nonparticipation such as showing off one's knowledge, seeking attention, or diverting discussion onto irrelevant tangents or into one's own agenda. Dogmatism, defined as rigidly and inflexibly holding to a particular viewpoint is not allowed in the course by anyone including the instructor. Research shows that dogmatic persons tend to be ineffective counselors. Courtesy, to all by all, an open mind, and a spirit of inquiry are key to successful interactive discussions. If you are curious as to your performance in this category, simply consult the instructor. **Web surfing or internet browsing during class time for any amount of time is considered absence from class and will result in a loss of points and lower grade. This policy is from experience.**

2. Learning Task #1: (20% of Grade)

Choice A. Journal Article Critiques: These should be 3 in number and be 1 page each. Each article should be relevant to research in alcohol or substance abuse, and/or clinical practice. A list is provided in this syllabus as a guide. Included with each abstract should be a photocopy of the first page of the article. The format of your reports should consist of a reaction/critique of the article. Put the APA reference of the article at the top of the page with your name. TIPS: 1. Do not summarize what the article was about as this will cause you to lose points. I can read the summary of the article in the abstract. 2. Use at least 25 lines of text per page (can be single spaced), in addition to your name and APA STYLE reference. 3. The grade is based on the reaction or critique of the article not a summary. 4. GO TO THE LIBRARY SOON to get these articles so that you have time to work on them that much sooner. Articles from journals can also be obtained through Interlibrary Loan.

Choice B. Book Review: This is your chance to read that book that you have been wanting to read but have not gotten around to. The book can be on any topic related to research in alcohol or substance abuse, and/or clinical practice including treatment approaches. However, the book must be cleared with the instructor and cannot be a popular book which is not based on research. The book review should consist of two parts. Part A will be a comprehensive summary (no more than one page) and Part B will be a critique and reaction (3 pages), amounting to 4 double spaced pages.

3. Learning Task #2: Choose One (20% of Grade)

Choice A: ATTEND A 12-STEP MEETING

Attend one Open Meeting of Alcoholics Anonymous or Narcotics Anonymous or equivalent. This meeting can either be run by a lead speaker or be a “discussion” group, although the latter is preferred. Record your own reactions (thoughts, memories, feelings of admiration, shock, disgust, worry, and so on), as this will be part of the grade. **SUMMARIZE WHAT YOU LEARNED** on 2 typed, double-spaced pages. The grade will depend on your summary of what you learned as a result of attending this meeting. **DON’T FOCUS ON WHAT WAS SAID OR WHAT HAPPENED** or you will lose points.

Choice B: IN VIVO BEHAVIORAL OBSERVATIONS

Go to a bar or party where alcohol is being consumed or abused. Get there early and observe the effects that alcohol has on drinkers as the hours go by. Do not consume any alcohol yourself. Take mental or written notes on the: (1) cognitive, (2) affective, (3) behavioral, and (4) interpersonal changes among the people you observe there. Note your own reactions (thoughts, judgments, memories, feelings, and so on), as this will be part of the grade. **SUMMARIZE WHAT YOU LEARNED** on 2 typed, double-spaced pages. **NOTE: Do not put yourself in a dangerous situation. Do not do this assignment if it is uncomfortable for you. Consult the instructor for an alternative if you have concerns. Do not go to the bar alone!** Avoid any potentially dangerous situation.

Choice C: INTERVIEW A RECOVERING PERSON

Interview a person who is a recovering alcoholic or drug addict. Find a person with at least 5 years in recovery to get a decent perspective on the trials and difficulties for these admirable persons. The interview should last for at least one hour. Avoid casual talk. Make it substantive and real, and direct the conversation toward attaining an empathic understanding of that person’s addiction and the effects that the use of alcohol and/or drugs has had on his or her job, family, friends, and inner life. Find someone with whom you feel comfortable talking to and who is willing to share personal information. **SUMMARIZE WHAT YOU LEARNED** on 2 typed, double-spaced pages. **DO NOT GIVE A RUNNING ACCOUNT OF THE INTERVIEW** or you will lose points.

3. Final Assignment: Treatment Plan: (30% of Grade)

Choose a person from your personal life, or a client, whom you have known to have had a problem with alcohol or substance abuse. This should be someone who was well known to you. In your paper refer to the person by a fictitious name. Use the substance abuse literature along with the theories, or one theory, of counseling that you learned in your Theories course, to recommend a treatment program for this person. Do not mention the name of the person or their relationship with you. Cover the following:

- 1. In which Stage of Change is this person, and state why?**
- 2. Complete the Precursors Assessment Form (assess numbers for each) and include in your Plan.**
- 3. According to the DSM V, what is the diagnosis and severity of this person’s addiction?**
- 4. Briefly describe your general treatment approach (can include one or more of the following:
12-Step, motivational interviewing, DBT, precursors model, CBT, experiential, and so forth.**
- 5. State 5 specific treatment techniques you would use (NOT relationship, empathy confrontation)**
- 6. Include 3 sentences for each technique to describe how you would apply each technique.**

The treatment program should be as detailed as possible. This paper need not be longer than 6 double-spaced pages. The paper will be graded according to the consistency of the analysis in accordance with course material, in addition to the depth and coherence of the analysis.

4. CACREP Assessment (10% of Grade)

- Summarize BRIEFLY something you learned about each of the following CACREP standards.
 - Use no more than 3 sentences for each. One sentence can be fine.
 - Answers can be taken from lectures, the textbook, and other ACA sources
 - See Class Schedule for Due Dates.
1. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment
 2. The potential for addictive disorders to mimic a variety of medical and psychological disorders and the potential for medical and psychological disorders to coexist with addiction and substance abuse.
 3. The disease concept and etiology of addiction and co-occurring disorders.
 4. Standard screening & assessment instruments for substance disorders and addictions.
 5. Screens for addiction, aggression, and danger to self/others, as well as co-occurring disorders.
 6. Specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning.
 7. Application of the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.
 8. The impact of co-occurring addictive disorders on medical and psychological disorders.
 9. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

Course Schedule

<u>Day</u>	<u>Date</u>	<u>Topics</u>	<u>Assignments Due</u>
1	6/26	Discuss syllabus; Theories of Addictive Disorders Intoxication and Psychopharmacology of Abusable Drugs	Read Perkinson, Don't Stop
2	6/27	ACoAs, Codependence: Disease Concept vs. Biopsychosocial Substance Abuse & Families; Stage Theories of Dependence Diagnosis: Dual Diagnosis, & Cognitive Errors	
3	6/28	Disorders Related to Substance Abuse; Shame; Guilt; Assessment Tools; Use of SASSI: Trauma; Crisis Intervention & Suicide Issues Spiritual Approaches in Treatment of Addictions; AA and 12-Step Programs	
4	7/10	Resistance/Defense Mechanisms in Chemical Dependence; Suicide; Adolescents, Substance Abuse, and Treatment; Problem Gambling; Sexual Addiction	
5	7/11	Stage Model of Change; Motivational Interviewing; Precursors Model Changing Resistance: Assessment & Strategies; Techniques; Role Plays Cognitive and Behavioral Approaches	
6	7/12	Existential and Gestalt Approaches; Gender & Multicultural Issues; Oppression Model & Addictions; Group and Family Therapy Techniques Role Plays and Practice	Learning Task 1&2 Due CACREP Assign. Due
	7/20	Final Assignment Paper Due: Send by email: fred.hanna@unco.edu	

Grading Scale

Final letter grades will be assigned based on the following distribution:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

Suggested Topics For Article Reviews & Scholarly Paper

(If a topic is not on the list consult with instructor)

Theories and approaches to addictions counseling
Psychopharmacological aspects of psychoactive and abusable drugs
Women, alcohol and/or substance abuse
The alcoholic family system
Adolescents and substance abuse
The AA and 12-Step approach to addiction
Comparing AA to Rational Recovery
Empirical evidence for the addictive personality
Spirituality in substance abuse treatment
Problem Gambling theory and/or treatment
Dual diagnosis/Co-Occurring Disorders in addictions treatment
Diagnosis of substance abuse and addictive disorders
Relapse prevention and treatment
Effectiveness of treatment programs or modalities
Adult children of alcoholics
Multicultural issues in addictions counseling
Assessment issues and/or instruments in substance abuse
Abstinence versus controlled use.
Individual, group, and/or family therapy treatment techniques
Instruments used in assessing and diagnosing chemical dependence
Codependence: empirical evidence, and/or definitions
Research on the effectiveness of 12-Step programs
Recovering vs masters level counselors: issues and effectiveness

University and APCE Policies

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University. Please consult the Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

Honor Code: All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom. Endorsement of these core elements by students, faculty, and staff, strengthens the integrity and value of our academic climate.

Sexual Misconduct/Title IX Statement: The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

Accommodations Statement for Students with Disabilities: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Also, please avoid text-messaging during class. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. Thank you.

UNC's Policies: UNC's policies and recommendations for academic misconduct will be followed.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Please Note: The instructor may make ongoing changes to this syllabus and will announce them in class.

Inclusivity Statement: The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

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